

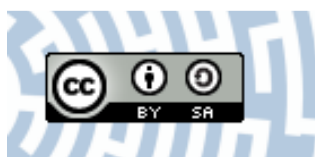


**You have downloaded a document from
RE-BUS
repository of the University of Silesia in Katowice**

Title: Between professional work and student duties – values of work and its features in students' awareness

Author: Urszula Swadźba

Citation style: Swadźba Urszula. (2018). Between professional work and student duties – values of work and its features in students' awareness. W: U. Swadźba (red.). „The economic awareness of the young generation of Visegrad countries : a comparative analysis”. (S. 74-101). Katowice : Wydawnictwo Uniwersytetu Śląskiego, DOI: 10.31261/PN.2018.3735.05



Uznanie autorstwa - Na tych samych warunkach - Licencja ta pozwala na kopiowanie, zmienianie, rozprowadzanie, przedstawianie i wykonywanie utworu tak długo, jak tylko na utwory zależne będzie udzielana taka sama licencja.



UNIwersYTET ŚLĄSKI
W KATOWICACH



Biblioteka
Uniwersytetu Śląskiego



Ministerstwo Nauki
i Szkolnictwa Wyższego

Chapter 4

Between professional work and student duties – values of work and its features in students' awareness

URSZULA SWADŹBA

The aim of the chapter is to determine the place of work and its attributes as one of the elements of economic awareness of the young generation of the Visegrad Group countries. The following research hypotheses will also be verified in this chapter:

1. We assume that students obtain funds for life from their parents. Most of them work casually during the academic year, during the holidays at home and abroad. The money earned from this work is treated as an additional source of income.
2. We assume that for the younger generation work is an important value. Unemployment is not accepted. Work has value, not just existential, but also creative and related to self-realization.

During the analysis of work values, Ronald Inglehart's insights will be applied; also an attempt will be made to find out what work values (materialistic, non-materialistic) predominate in particular national groups. In the chapter summary I will attempt to characterize certain types of students based on their experience and work evaluation.

4.1 Work, professional work, the value of work – definitional problems

One of the elements of economic awareness is work, and certainly a very important one. After all it is work that allows one to earn livelihood. Those very funds determine the living standards of individuals and families. Work and earned money determine one's consumption and possibilities of spending and saving. Finally, work and how it is perceived by a given society are crucial to collective and individual economic success. (BUKOWSKI 2003, LANDES 2005).

The very concept of work raises a lot of doubts when considering its meaning. A researcher who wants to deal with the subject matter faces difficult problems of a definitional nature. The plethora of work interpretations and evaluations stems from the fact that it has been a subject of interest of numerous authors in fields, such as philosophy, economics, political studies, ethnology and sociology. There are, consequently, many concepts and definitions of work. Work in a praxeological sense of the word is contrary to any activities that do not involve the risk of compulsion of any kind. Work is a serious activity and its gravity stems from its being a compulsory situation. The need to socialize that people fulfill through work is also important (KOTARBIŃSKI, 1982: 80–81). As per the economic approach, work is a commodity and people's activity depends on exchanging it for other goods, especially material goods. It is a process going on between the human and nature, where people are changing their surroundings using technical achievements (LANGE, 1962: 5). Philosophical definitions particularly emphasize the moral aspect of work – they point to it exerting a positive influence on people, as it develops their personalities (PODSIAD, WIĘCKOWSKI, 1983: 286–287). The definitions put forth by catholic social science state that the human is of primary importance and has work naturally attributed. In other words, human is attributed to work and called to it. Work distinguishes human from other creatures of this world (JAN PAWEŁ II, 1981: 3).

Work in theoretical concepts is most frequently presented as a human activity that transforms the external world. Sociological definitions of work point to the social aspects thereof: life aspirations, attitudes and structure of a group. What is an example of a classic sociological definition of work is the one formulated by Jan Szczepański: “1. Work is a social activity, its preparation [...] even if it concerned extreme individual needs of the individual, has an impact on the aspirations, attitudes, interests, and thus the behavior of other individuals and groups. 2. Work is carried out in order to meet various kinds of needs, but those needs are determined by the structure and culture of the groups to which the individual belongs. 3. The means of achieving work objectives and methods of using them are determined by the structure of the group. 4. For the vast majority of the work performed by the individual, there is a need for the cooperation of many individuals and groups distributed in time and space, and therefore planned cooperation, coordination of efforts and management of their activities” (SZCZEPAŃSKI, 1961: 172–173).

Work, in sociological terms, is very closely related to the concept of professional work and still refers to it. Also in sociological research, the most common concept of work refers to professional work. Emil Durkheim has already pointed out that social divisions are associated with professional work performance (DURKHEIM, 1999). Professional work determines life activity for a large part of the population. An individual finds their place in society through professional work. This includes their economic position, but also social one (DOMAŃSKI,

2004: 102–121; DOMAŃSKI, 2006). Sociological studies on work often focus on its value.

Important insights, very helpful when analyzing the system of values, including the value of work, were formulated by Ronald Inglehart (INGLEHART, 1977). Inglehart's initial point of reference was Abraham Maslow's theory of needs. According to this theory, human needs are hierarchical. The most important ones are the physiological and safety needs. After addressing basic needs, an individual will strive for the fulfillment of other intangible needs. This means that once an ongoing economic prosperity is granted, an inevitable transition from materialistic values (ensuring safety and survival) to post-materialist values (with the need for self-expression and quality of life at the forefront) can be observed. For these two premises it can be concluded that there are considerable differences between the value systems of the young and older generations. Older people, who live with financial deficits, tend to be more preoccupied with materialistic values. The younger generation, which has matured in terms of economic growth, in the absence of wars and universal availability of a wide range of goods and services, would favor post-materialistic values. Inglehart's concept carries much theoretical weight and explains the change of the contemporary value systems. It has also provoked much criticism and additions in terms of how it was originally conceptualized (FLANAGAN, 1987; FUKUYAMA, 2000). One of such critical additions was proposed by a Polish academic (ZIÓŁKOWSKI, 2000; ZIÓŁKOWSKI, 2006) M. Ziółkowski who supplemented Inglehart's concept, useful for analysis in post-communist countries, by a differentiation between two orders in post-materialistic values. One is related to the existential values (e.g. work), the second to the cultural ones (religion, family).

Research on the changes in the system of values has been carried out in Europe since 1970 (INGLEHART, 1990; INGLEHART, 1997; INGLEHART, BASANEZ, MORENO, 1998; INGLEHART et al (ed.), 2004). Similar research has also been carried out since 1990 in Poland and the results have been published (JASIŃSKA-KANIA, MARODY (ed.), 2002; SIEMIŃSKA, 2004; JASIŃSKA-KANIA, 2012). Also the author of the article has undertaken research partly based on questionnaire answers, particularly about the value of work (SWADŹBA, 2008; SWADŹBA, 2012a; SWADŹBA, 2012b, SWADŹBA, 2013b, SWADŹBA, 2014).

The younger generation, especially students, are at the very beginning of their professional careers. Their experience is generally not significant and relate to seasonal work during the holiday period or temporary work during the academic year, and it is often "precarious" work (STANDING, 2014; STANDING, 2015). Flexible working hours and uncertain employment are becoming the main source of rationalization and productivity growth in all three dimensions of work: time, place and contract (BECK, 2000; BECK, 2002: 83). More and more employment relationships will be deregulated and concluded for a short-term. Zygmunt Bauman, whose image of labor market is dichotomous, has a similar

opinion, namely – there will be permanent employees, the rest will just function as reserve labor (“routine workers”) changing employers as market and their own needs change (BAUMAN, 2006: 71–72; BAUMAN 2009). There will not be enough work for everyone but for those who have it, it will be connected with self-development and pleasure (BAUMAN, 2006: 73–84). However, there will remain those, mainly the young, who will work for a limited periods. This type of work especially applies to students.

The following chapter will discuss students’ activity in undertaking different types of work from full-time, through part-time to casual work. Also the motives for taking up a job will be tackled. Work undertaken during the academic year or holiday is assumed to bring not only financial profits but experience, giving an individual a head start in their future career. It is important for this work to enable an individual to draw from the acquired academic knowledge and use the skills gained during their studies. We have asked the students if that was the case. Subsequently, work was allocated a place within the value system and analyzed. The existential, social, self-realization, creative and ludic qualities of work proved the most often to be the ones that occupy the highest position (SWADŹBA, 2012a: 229; SWADŹBA, 2012b, 2014). The existential features of work are most commonly felt by employees. They undertake work in order to satisfy their basic needs of life. No less important is the social contact with other people and achieving a particular social position through work. For educated individuals, a higher professional status, self-realization and creative qualities of work are important. Self-improvement, professional careers and overcoming their own weaknesses are important features that play a large part in the professional lives of many people. The last, yet not of less importance are the hedonistic-ludic functions. Work may indeed be a source of joy and fun. This applies to a number of professions in show business, but also in others. These very features of work will be analyzed in this chapter.

4.2 Undertaking professional work by students from V4 countries

Essential research results will be presented based on the analysis of two questions about taking up work by students. The first question concerns working during the academic year and the second – during the holiday.

As regards the first question – labor market offers a number of positions that enable students to combine their studies with professional work. Some companies, especially services companies, create jobs exclusively for students (KOZEK, 2013). It should, however, be emphasized that for students who both work and study, combining the two is not an easy task. The work they take can be full-time, part-time or casual. An additional income improves the state of students’

budgets while allowing them to gain valuable experience (ZAWADA, 2013, BOGUSZEWSKI, 2013; KOWALCZUK, 2014).

Students can also take up work during their holidays. In this instance the professional activities do not collide with their university duties and it also lets them gain valuable experience. The table below presents the answers of the V4 countries students to the two questions regarding taking up work.

Table 4.1. Despite your studies, do you work or have you worked in the past year? (%)

Answers	Yes, full time	Yes, part time	Yes, but only occasionally	No
A paid full-time work or mandate contract during the academic year				
Poles (N = 400)	15.0	28.5	16.3	40.2
Czechs (N = 349)	2.0	35.8	37.8	24.4
Slovaks (N = 387)	8.0	42.6	11.9	37.5
Hungarians (N = 368)	24.2	29.9	12.2	33.7
A paid full-time work or mandate contract in the holiday period				
Poles	24.0	15.3	12.3	48.4
Czechs	14.6	38.4	31.5	15.5
Slovaks	5.7	55.0	10.1	29.2
Hungarians	28.8	15.5	12.2	43.5
In a family business or farm during the academic year				
Poles	2.3	6.8	7.2	83.7
Czechs	1.7	2.9	4.9	90.5
Slovaks	1.3	7.2	9.0	82.5
Hungarians	5.4	7.1	10.6	76.9
In a family business or farm in the holiday period				
Poles	3.0	4.3	7.0	85.7
Czechs	2.9	2.3	5.4	89.4
Slovaks	3.6	10.9	7.8	77.7
Hungarians	7.9	7.1	9.0	76.0

SOURCE: Team research, own calculation

The analysis of the data above points to some differences in getting work experience amongst the students from the V4 countries. More than 40% of the Polish students work during the academic year, which is a high percentage, however only 15% of them work full-time. These are usually extramural students. For

full-time students combining studies with this type of work is very difficult. Almost 1/3 of the students work part-time. This is certainly a more balanced solution for combining studies with work as it is not that much time consuming and allows fulfilling student duties while gaining work experience. Still, this type of work is of a precarious nature (HIPSZ 2014, BOGUSZEWSKI 2013 a, BOGUSZEWSKI 2013 b). While analyzing the Polish students' experience with work we can distinguish two categories. On the one hand a significant part of the students take up work, but almost the same percentage do not work during the academic year. It is the highest percentage among the students from the V4 countries.

In the other V4 countries the percentage of the students who do not work is lower (SWADŹBA 2016). The Hungarian students have the biggest work experience. Almost 1/4 of them work full-time during the academic year and almost 30% have part-time work. The Slovak students also have substantial work experience as half of them work full-time during the academic year. The Czech students have the least experience in terms of full-time work. They usually take up part-time or casual work, and only a low percentage of the students work full-time, while only 1/4 of the students do not take up work at all (the lowest percentage among the V4 students).

The Polish students as well as their peers from other V4 countries take up work during the holiday period. The Polish students take up part-time and full-time work at equal frequency, almost half of them work during holidays in various forms of employment. At the same time nearly half of the students do not take up work during the holiday period, which is surprising as during the summer break students have definitely more time to take up work. Again, we need to emphasize that they constitute the highest percentage of the students who do not take up work among the V4 countries. Most frequently full-time or part-time work during holidays is taken up by the Hungarian students (around 60%). More than a half of the Slovak students work part-time during the holidays. Only 1/3 of them do not work during the summer break. Around 15% of the Czech students work full-time that time of the year, almost 40% work part-time and nearly 1/3 have casual work. Only 15.5% do not work during the summer.

Taking up part-time, full-time or just casual professional work by students, results in them gaining their socio-cultural capital (SWADŹBA, 2016a). It is also important what type of work it is. Work related to an individual's studies allows much more professionally valid experience than one unrelated to the already gained academic qualifications, as the proverbial "dishwasher". That is why students have been asked what type of work they do or have done. The table below presents the results.

Unfortunately most students do not work in accordance with their qualifications. Similar tendency has been proved by all Polish researches (BOGUSZEWSKI, 2011, 2013a, 2015). There is a range of positions available in the labor market that do not require many qualifications and these are the ones students are employed for (HIPSZ, 2014; BOGUSZEWSKI, 2015; KALKA, 2016). This concerns the Polish

Table 4.2. What kind of work do you do or have you done lately? (%)

Answers	According to my education/ qualifications	Partially according to my education/ qualifications	Completely different from my education/ qualifications	Not applicable, not working
Poles (N = 400)				
Men	14.5	21.7	47.8	15.9
Women	12.5	23.4	39.1	25.0
Together	13.5	22.5	44.0	20.0
Czechs (N = 400)				
Men	15.1	28.6	38.9	17.4
Women	18.2	28.5	43.4	9.9
Together	17.3	28.5	42.0	12.2
Slovaks (N = 387)				
Men	17.9	23.6	52.8	5.7
Women	16.5	16.2	60.0	7.3
Together	16.8	18.6	57.9	6.7
Hungarians (N = 368)				
Men	28.0	30.7	34.0	7.3
Women	37.1	26.7	26.2	10.0
Together	33.3	28.3	29.5	8.9

SOURCE: Team research, own calculation

labor market, but is also true of the other V4 countries. Work incompatible with qualifications is most often taken up by the Slovak students (almost 60%) and the least frequently by the Hungarian students (less than 30%). This type of work is taken up by more than 40% of the Polish and Czech students. The difference results from the students average age and experience in the particular countries. The Hungarian students in the sample are a little older and certainly have more work experience. What also may have affected the result is the Hungarian students' place of residence and type of studies. A significant part of them come from Budapest and have been studying management. In a big city it was surely easier to find work compatible with qualifications. The percentage of the students who do work according to their qualifications seems to support this possible explanation. Among the Polish, Czech and Slovak students it is about over a dozen percent (13.5% – Polish, 17.3% – Czech and 16.8% – Slovak). In the case of the Hungarians, it is almost over 1/3 (33.3%) of the students who do work according to their qualifications.

Does the type of performed work depend on the students' gender? The results of chi-square test and Cramer's V do not indicate that, although the Hungarian students' answers show a weak correlation. Percentage results also point

this out, almost 10% more Hungarian female students work according to their qualifications than Hungarian male students, while less than 8% perform work incompatible with their qualifications. Hungarian female students apparently are better equipped for future work than their male counterparts.

Summing up, on the one hand work taken during the academic year enables one to gain experience but it can also make solid studying harder. Taking into consideration the fact that for the majority the work they have is not compatible with their academic qualifications, the point of accumulating such capital is sometimes questionable. It only has materialistic purpose and character while delivering no creative or self-realization factors.

Another problem we found worth diagnosing is what motives push students to take up work. The researched students mostly studied full-time and were financially dependent on their parents. Work allows such students to increase their budget but also prepares them for future professional work. To determine their rationale better we asked the students the following question: "If you work or have worked, mark why". They had 10 options to choose from marking 3 of them. Table 4.3 shows the percentages of the students' choices.

Table 4.3. If you work or have worked, write why (% accepted answers)

Answers	Poles	Czechs	Slovaks	Hungarians
1. I am independent from my parents and I have to support myself	7.8	10.8	16.5	19.2
2. I have to participate in the cost of living by giving money to my parents or other people who support me	7.5	48.5	9.6	33.2
3. I want to be at least partially independent from parents or other people who support me	62.7	57.8	70.3	46.0
4. I want to make some money for various personal needs	65.3	44.8	71.3	59.3
5. In order to finance education	4.8	28.7	15.0	20.6
6. In order to finance a bigger expense	27.3	22.8	20.2	22.8
7. In order to gain work experience	37.5	30.5	48.6	42.6
8. To not sit at home and get bored	18.0	13.8	25.0	8.1
9. Other possibilities	6.5	5.8	4.4	9.5
10. Not applicable, not working	20.0	8.5	6.5	12.1
All reasons	257.0	272.0	287.0	273.0

SOURCE: Team research, own calculation

Explanations: Students could choose 3 answers. Theoretically there can be 300 choices for answers.

Not all of the students used the maximum, so the sum of the answers differs in particular countries.

As the table above shows, not all the students used the opportunity to choose 3 answers, that is why the presented percentages of answers are not comparable. In order for the results to be comparable, the author treated the sum of the percentages of the responses from individual national groups of students equal to 100% and counted them again. Only then the comparison could be made. The results of calculations are shown in Table 4.4.

Table 4.4. If you work or have worked, write why (% selected answers)

Answers	Poles N = 257 reasons	Czechs N = 272 reasons	Slovaks N = 287 reasons	Hungarians N = 273 reasons
1. I am independent from my parents and I have to support myself	3.1	4.3	5.8	7.0
2. I have to participate in the cost of living by giving money to my parents or other people who support me	3.0	17.8	3.3	12.1
3. I want to be at least partially independent from parents or other people who support me	24.2	21.4	24.5	16.9
4. I want to make some money for various personal needs	25.2	16.5	25.0	21.8
5. In order to finance my education	1.9	9.6	5.2	7.5
6. In order to finance a bigger expense	11.0	8.5	7.0	8.3
7. In order to gain work experience	15.0	11.4	16.7	15.7
8. To not sit at home and get bored	7.1	5.2	8.7	2.9
9. Other possibilities	2.5	2.2	1.6	3.4
10. Not applicable, not working	7.0	3.1	2.2	4.4
All reasons	100.0	100.0	100.0	100.0

SOURCE: Team research, own calculation

The results of the calculations show that the most commonly chosen answers are: “I want to be at least partially independent from my parents or other people who support me” and “I want to make some money for various personal needs”, their importance varies depending on the country. An even 50% of the Polish students chose the two abovementioned replies. A significant percentage of the answers (15%) pointed to taking up work because of the possibility of gaining experience and 11% due to higher expenses. Only a small percentage of the Polish students work to finance their education, support themselves independently or to be able to participate in covering the costs of living. A relatively high percentage of the students have never taken up work, outnumbering their counterparts from the other national groups.

The Czech students point to slightly different motives for taking up work. Obviously they also chose the answer number 3: “I want to be at least partially

independent from my parents or other people who support me”, on the second place there was answer number 2: “I have to participate in the cost of living by giving money to my parents or other people who support me”. Among them there is also a relatively high percentage of those who work to finance their education (9.4%). The lowest percentage, however, in comparison to the other national groups, work because money is needed to satisfy the students’ needs. The Czech students have not been the oldest and the percentage of them who studied part-time studies was low. The Czech society is the richest out of the analyzed countries. Are there cultural patterns that make young students take care of themselves financially?

The Slovak students made choices similar to those of their Polish peers. Most commonly they chose options number 3 and 4. A relatively high percentage marked accumulating work experience (16.9%) or the reason: “To not sit at home and get bored”. A slightly higher percentage than in the case of Poland pointed to the fact that they need to be financially independent. It is not as high a percentage of the students as it is among the Czech students, but still a little bit higher than in the Polish group.

The motives for which the Hungarian students take up work are slightly different from the ones of the students from the other countries. The most frequently chosen answers here are number 3 and 4, like in the other national groups but comprising a lower percent. The Hungarian students work to be fully or partly financially independent, or to finance their education more often than their Polish or Slovak counterparts. Working solely to not sit at home bored or lack of employment were their least frequent replies.

Does gender influence students’ motivation for taking up work? Do female students take up work for different reasons than male students? The results of the statistical chi-square test do not show correlation in any national group, but some of them are close to this statistical correlation and percentage results point to a certain diversity. The Czech female students more often chose “I want to make some money for various personal needs” than the male students (M – 45.2%, F – 63.5%), also they more commonly work to be able to finance their education (M – 21.4%, F – 32.1%). The Hungarian and Polish female students more often declare that they work “In order to gain work experience” (Polish: M – 30.6%, F – 43.2%, Hungarian: M – 39.6%, F – 48.2%). In general there are no specific differences in the motives for taking up work by female and male students.

Summing up this point, it can be stated that in each V4 country students take up various forms of work and they do so for a number of reasons. Diversification is most likely due to access to the labor market and employment possibilities.

Among the Polish students the majority work full-time, but there is also a significant percentage of the students who have never worked or had no form of employment during the research, thus their experiences are very polarized. Most commonly the character of their work is not related to their education. The most

frequent motivation for finding a job is to be independent from parents and have money for satisfying one's own needs.

The Czech students most often work part-time or they take up casual jobs. This national sample had the lowest percentage out of all the V4 countries of students who do not work at all. The work they take up is mostly unrelated to their academic qualifications. The Czech students usually work to be able to participate in the cost of living and also to finance their education.

The Slovak students most commonly work part-time. Almost 18% of them also work on family farms or in family businesses during the academic year and 22.2% during the holidays. This is probably due to the fact that a significant percentage of the Slovak students live in the countryside. A substantial percentage of the students do not work according to their qualifications (the highest percentage among the V4 students). The most frequent motivation for taking up work is to be independent from parents and to have money for one's own needs. A relatively high percentage of the Slovak students work in order to gain experience.

The Hungarian students are the ones who take up work most commonly among the examined V4 students, both during the academic year and on holidays. Comparatively high percentages of the students work during academic year and during holidays on family farms or family businesses (23.1% during the academic year, 23.9% during holidays). The Hungarian students most frequently amongst the whole V4 sample work in accordance with their qualifications. More often than amongst the students from the other countries their reason for taking up work is to achieve complete or partial independence from parents. This is probably because the Hungarian participants were slightly older than their counterparts in the other countries.

The conducted analysis of the research results allowed us to positively verify the hypothesis number 2, which was: "We assume that students derive funds for life from their parents. Most of them work casually during the academic year, during the holidays at home and abroad. The money earned from this work is treated as an additional source of income". The examined students usually do take up work in various forms and to a varying extent. This work however is not the fundamental source of their financial means for self-maintenance. We can also assume that getting work experience in the young age should influence work evaluation. Therefore, in further analysis we will attempt to answer this question and verify the next hypothesis.

4.3 Work in the value system of the V4 young generation

Research on the value of work usually starts from the question about the place of work in the respondents' value system. One can encounter difficulties

while determining a given system of value. Considering the wide contemporary spectrum of values, a doubt arises concerning their comparability. While consequently, a researcher analyzing a value system can face accusations of arbitrariness in the selection of possible values as components of a certain system of shared rules and principles within a given group (SIKORSKA, 2002; MARODY, 2012). The young generation, particularly students can be characterized by a specific value system and the values put forth were noted in accordance with the preferences of this generation. Work also found its place among other values, such as: family, money, education, religion, health, free time, friends and acquaintances. Only the value of work will be subjected to further analysis here.

Table 4.5. Important issues in life – work (%)

Answers	Very important	Important	Of little importance	Not important	Hard to say
Poles (N = 400)	34.5	46.5	16.8	2.0	0.2
Czechs (N = 400)	29.6	55.5	11.8	1.9	0.8
Slovaks (N = 387)	34.1	45.0	14.4	1.6	4.9
Hungarians (N = 369)	39.3	47.6	12.3	0.5	0.3

SOURCE: Team research, own calculation.

The results of the research point to work being the highest value for the Hungarian students (almost 40% of “very important” answers). It is valued very similarly by the Polish and Slovak students (“very important” answers: Poles – 34.5%, Slovaks – 34.1%). The lowest score was amongst the Czech students, 29.7% of whom answered: “very important”. If we take into consideration the answers “important”, we can tell that it was the most frequently chosen answer by the Czech students, then by the Hungarians and almost in equal percentage by their Polish and Slovak counterparts. On the other hand, the opposite option – “of little importance” was most commonly chosen by the Polish students, then the Slovaks followed by the Hungarians and finally the Czechs. The responses are fluctuating around a dozen percent. The differences are not really essential, but altogether with the “not important” might suggest that for the Polish students work is most often of little value comparing to the Hungarian and then the Czech students.

Summing up this part of research, it appears that work is the highest value for the Hungarian students and it is also among them where we can find the majority of the students who appreciate the value of work the most and the smallest number of students who value work the least. The Czech students are most moderate in their views, because the fewest of them treat work as either

very important or of little importance. The Slovak and Polish students more or less equally consider work as a very important or important value. The difference between them lies in the fact that for a higher percentage of the Polish students work is of little importance.

Does ascribing certain value to work depend on actual work experience? Let us take a look at the correlation between professional experience and attributing value to work in each national group. The statistical data do not point to such a correlation in the case of the Polish students (SWADŹBA, 2016 a), that is, the correlation of the answers to the questions on the value of work and on work experience is not statistically essential (chi-square test does not show any relevance: $p = 0.348$). Although, the percentage data of the answers that work is “very important” indicates that higher valuation is found amongst the people who work full-time rather than those who are unemployed (full-time – 40.0%, unemployed – 26.2%). Also the middle position of the Czech students in terms of attributing value to work is identical with their factors of gaining work experience, here a correlation is found ($p = 0.003$, chi-square is important, Cramer’s $V = 0.150$). The students working full-time or part-time more often chose the option “very important” or “important” value (full-time – 80%, part-time – 82.3%). There is no internal relationship between evaluating work and work experience among the Slovak students (chi-square test did not show any relevance: $p = 0.622$). Roughly all Slovak students, regardless of whether they worked full-time, part-time or did not work at all evaluated work similarly. Similar lack of interdependence was found among the Hungarian students (chi-square test does not show any relevance: $p = 0.556$). However, the comparison of the percentages shows that 31% of the students working full-time, 25.5% of those working part-time and only 9.0% who have casual work chose the answer “very important”. The Hungarian students take up work most frequently in the V4 group and also value it the most.

Concluding this part of the analysis concerting work valuation, one can state that we are dealing here with dual dependence. On the one hand, there is a relationship between the intensity of taking up work by the students from particular countries and work evaluation. On the other hand, correlations inside particular country groups do prove such a direct influence. Not always taking up work results in placing it high in one’s value system.

4.4 Statement regarding work

After the analysis and characteristics of the students’ approaches to gaining work experience, their statements regarding work will be analyzed. These statements are indicative of the value of work as perceived by the students. The respondents were given 5 statements, four of them had already been applied in

the research and the last one was a new addition (SWADŹBA, 2001, 2008, 2012a, 2012b). The respondents had 5 possible answers: “definitely yes”, “rather yes”, “rather not”, “definitely not”, “hard to say”. The following statements were presented to the respondents:

- S 1. Work is necessary to ensure that a person can fully develop their talents,
- S 2. People should work even for pittance,
- S 3. No one should be forced to work if they do not want to,
- S 4. Work should be put in the first place, even if this means sacrificing more time,
- S 5. It is good to work in one company for a long time.

Each statement should be treated as a separate question. Table 4.6 shows the research results.

The analysis of the statements will be performed chronologically, according to the order of the data within the table. Simultaneously, a comparative analysis of particular national groups, their similarities and differences will be made. The first two statements and the fourth one are indicative of high work evaluation, the third one indicates preferences for values other than work and the fifth statement marks attitudes towards current trends on the labor market.

Despite some differences between the particular national groups of students, while analyzing the results of the research, we can distinguish at least two levels of acceptance of the mentioned statement. The first level concerns the first and fifth statement and it marks a very strong acceptance (60–88%), the second level concerns the rest of the statements (18–55%) (the Hungarian students, who also highly favor S.2., are an exception).

The first statement is particularly important, as it indicates that perception of work influences talents development. This statement is accepted in a definitive fashion by 29.0% of the Polish students, 39.3% of the Czech students, 23.8% of the Slovak students and 23.9% of the Hungarian students. However, in comparison to the previously quoted research, the acceptance of this statement is not particularly high, S.1. – 44.1% in the research conducted by the author of this chapter (SWADŹBA, 2012a: 242). Therefore, students do perceive work positively, but not as strongly as the remaining, older respondents. If we also take into consideration the answers “rather yes”, we can tell that the Polish, Slovak and Hungarian students accept this statement on a circa 70% level while the Czech student on a 80% level. It would mean that the latter more often see the value of work in terms of developing their talents. Only a low percentage of the students definitely do not see work as offering possibilities to develop one’s talent (around 3–4%) and around 20–25% of those who rather not see it as that. It can be assumed that other activities undertaken during one’s free time are the source of talents development, according to this category of students. What is interesting, the Czech students once again drift away from general tendencies, as among them those answers were only slightly

above 10% of all the answers. This brings them closer to the results obtained in the research quoted previously (SWADŹBA, 2012: 242).

Table 4.6. Statements regarding work (% answers)

Statements	Degree of acceptance of the statement					
	Definitely Yes	Rather Yes	Rather Not	Definitely Not	Hard to say	Total
Poles, N = 400						
S. 1.	29.0	42.0	21.4	4.3	3.3	100.0
S. 2.	7.5	24.5	27.8	25.4	14.8	100.0
S. 3.	27.3	28.5	13.5	18.3	12.4	100.0
S. 4.	4.5	13.5	47.5	26.0	8.5	100.0
S. 5.	30.5	43.3	11.8	4.0	10.4	100.0
Czechs, N = 400						
S. 1.	39.3	48.8	10.0	0.5	1.4	100.0
S. 2.	5.0	18.5	45.3	26.0	5.2	100.0
S. 3.	9.5	25.5	38.0	21.4	5.6	100.0
S. 4.	2.8	22.7	51.0	19.5	4.0	100.0
S. 5.	5.5	46.5	26.3	4.7	17.0	100.0
Slovaks, N = 387						
S. 1.	23.8	47.5	23.0	4.4	1.3	100.0
S. 2.	8.5	24.8	33.6	29.7	3.4	100.0
S. 3.	15.0	16.3	29.2	31.5	8.0	100.0
S. 4.	5.2	12.9	48.8	30.7	2.4	100.0
S. 5.	20.7	41.9	16.5	4.4	16.5	100.0
Hungarians, N = 368						
S. 1.	23.8	46.5	25.3	3.3	1.1	100.0
S. 2.	24.5	44.8	19.3	8.7	2.7	100.0
S. 3.	14.1	19.0	24.2	39.7	3.0	100.0
S. 4.	16.3	41.6	28.5	11.7	1.9	100.0
S. 5.	23.1	39.9	21.7	5.2	10.2	100.0

The table does not include the lack of answers or the isolated cases where only one answer was given.

SOURCE: Team research, own calculation

The statement number four, indicating acceptance of behavior connected with work, probes the coherence of the previously expressed views. The respondents were supposed to answer whether they would put work on the first place even if it meant devoting more time to it. This situation is accepted definitively by a low percentage of the Polish, Czech and Slovak students (from 2.8 to 5.2%), while the Hungarian students are an exception as 16.3% of them chose this answer. Also, when we take into consideration the answers “rather yes” then the acceptance of such a premise amongst the Polish, Czech and Slovak students is between 18% and 25.6%, whereas over 50% (57.3%) amongst the Hungarian students. In the previous research 21.9% of the respondents ‘definitely’ agreed with this statement, in the age category of up to 30 years of age they constituted 33.3% (SWADŹBA, 2012a: 250). Generally, despite appreciating the value of work and its role in talents development, the students are not eager to live mostly for and through work or to put it first. This means that work is important for them, but other activities, perceived as also enabling them to develop their talents are also important. This applies the least to the Hungarian students.

The second statement: “People should work even for a pittance”, is complementary to the previous statements. The students generally do not accept such a necessity and a vast majority of them rejected it. These tendencies also occurred in EVS research on work values (SIKORKA 2002, MARODY, 2012). Students thus are not isolated in their views. However, there are differences between the views of the students from Poland, Czech Republic and Slovakia and those from Hungary. Students from these three countries less enthusiastically accept this statement (5.0% – Czechs, 6.5% – Poles, 8.5% – Slovaks) than the Hungarian students (24.5%). A relatively high percentage of the Polish, Czech and Slovak students strongly disagree with this statement (around 25–30%), while only 8.7% of the Hungarian students think that way. The students’ views are quite consistent; the students from Poland, Czech Republic and Slovakia in the vast majority accept the view that a person needs work to be able to fully develop one’s talents. On the other hand, the students do not want to devote themselves entirely to work, not to mention to work for a pittance. This particularly concerns the Czech students amongst whom this discrepancy between the declared importance of work and reluctance to work regardless of all was the biggest. Only the Hungarian students declaring such views would also generally prove them in practice.

The third statement: “No one should be forced to work if they do not want to” received a relatively low percentage of acceptance. However, there are some national differences when it comes to the acceptance levels. The Slovak, Czech and Hungarian students rather infrequently “definitely accept” such a claim (Cz – 9.5%, S – 15.0%, H – 14.1%). Including the answers “rather yes”, such a statement is accepted by around 1/3 of the students. The Polish students’ approach to the issue is surprising. This opinion was embraced by over 50% of the

respondents (“definitely yes” and “rather yes” – 55.8%) and over 30% rejected it (“rather not” and “definitely not” – 31.8%). More than half of the Polish students think that people who do not want to work should not be forced. The level of acceptance of this statement is similar to the previously quoted research (SWADŹBA, 2012a: 242). One can explain these answers by saying that young people, who depend financially on their parents, show a lower level of acceptance of this statement. They may not have a sense of urgency in terms of making livelihood and think that a young person is not necessarily obligated to work. This time in life is for a majority of them about personal development during free time, but also about professional training via foreign trips, trainings and courses. The question about the activity in the labor market showed that Poland had the highest percentage of students without any form of employment, this itself may explain the higher percentage of answers expressing a rather casual approach to work per se, regardless of enthusiasm or remuneration involved.

The Polish students also show distinctiveness within the V4 group in their answers to the last statement – “It is good to work in one company for a long time”. In the last century, in the period of real socialism working in one company/institution during the entire period of one’s professional activity was the norm. Currently this situation is rather infrequent, especially among young people. The labor market changes, new companies are being founded constantly to meet the demand of the economy. Young people know that and conform to the changing reality. On the other hand, working only in one company/institution generally gives health and financial stability. Certainly the students responding to this statements had this in mind. Most students positively accepted this statement (acceptance: “definitely yes” and “rather yes”) there are some national differences though. About 1/5 of the Slovak and Hungarian students ‘definitely’ accepted this statement. Again the Polish and Czech students delivered odd results within the group – 5.5% of the Czech students accepted the claim as did over 30% of the Polish students. Answers “rather yes” are on the same level in every national group (around 40–45%). Answers “definitely no” were chosen by almost the same percentage of the students (4.0–5.2%). What is the reason for such a big discrepancy between the Polish (and to a lesser extent also the Slovak and Hungarian students) and the Czech students’ approaches? The answer to this question lies in the differences between the particular, national labor markets. In the Czech Republic unemployment has been low for years and finding job is not particularly hard. For this reason the students do not show any need to be attached to one workplace and they are unafraid of changes in order to find the most appropriate one.

We also need to determine whether other determinants can be found apart from the students’ nationalities. Does work experience affect what value the students ascribe to work itself? The analysis of the answers shows that there are no

fundamental differences in terms of work valuation between the students who have work experience and those who do not. Most correlations between statements on work value and the work experience declared by their authors proved to be of no statistical importance (Poland: S.1. chi-square test does not show relevance, $p = 0.567$; S.2. chi-square test does not show relevance, $p = 0.0345$; S.3. chi-square test does not show relevance, $p = 0.0467$; S.4. chi-square test does not show relevance, $p = 0.624$; S.5. chi-square test does not show relevance, $p = 0.396$; Czech Republic: S.1. chi-square test does not show relevance, $p = 0.11$; S.2. chi-square test does not show relevance, $p = 0.303$; S.4. chi-square test does not show relevance, $p = 0.753$; Slovakia: S.1. chi-square test does not show relevance, $p = 0.493$; S.2. chi-square test does not show relevance, $p = 0.042$; S.3. chi-square test does not show relevance, $p = 0.370$; S.4. chi-square test does not show relevance, $p = 0.310$; S.5 chi-square test does not show relevance, $p = 0.020$); Hungary: S.1. chi-square test does not show relevance, $p = 0.064$; S.2. chi-square test does not show relevance, $p = 0.562$; S.3. chi-square test does not show relevance, $p = 0.919$; S.4. chi-square test does not show relevance, $p = 0.430$; S.5 chi-square test does not show relevance, $p = 0.255$).

In the case of the Czech students, statistical correlation was found in two instances that regarded the responses to statements S.3. and S.5; therein close statistical dependence was found (S.3. chi-square test, $p = 0.00$; Cramer's $V = 0.200$; S.5. chi-square test does not show relevance, $p = 0.006$; Cramer's $V = 0.145$). In the case of the other statements there are some percentage differences.

Statement S.1.: "Work is necessary to ensure that a person can fully develop their talents" is most definitively accepted by the Polish students, who mostly do not work. The Hungarian and Slovak students accept this statement on the same level (around 22%) regardless of their full-time work experience or a total lack thereof. Only the students who work accept this statement as a vast majority (84.6%), significantly more than those who do not work (45.5%). Apparently also work experience does not influence one's perception of work as an opportunity to develop talents. This is perhaps due to the fact that students often work on positions that do not require high qualifications, are not aligned with their education profile and thus the students find it hard to see them as source of personal growth or creative development.

When it comes to analyzing the responses to statement S.2.: "People should work even for a pittance" it turns out that the Polish students who do not work are less eager to embrace such an approach, i.e. to work for a pittance. In the Czech and Slovak groups this statement received a similarly small approval regardless of whether or not the respondents have any professional work experience. Amongst the Hungarian students no correlation was found between work experience and the acceptance of the claim. Among them the employed as well as the unemployed students accepted this statement in a definitive way on 22% level.

The third statement: “No one should be forced to work if they do not want to” is very reluctantly accepted by students regardless of whether or not they are in employment. Interestingly, the highest percentage of acceptance of this statement was found amongst the Polish students. Also interestingly, lack of acceptance of such a claim was more often expressed by women. The Czech students who work full-time agree with this statement more frequently than the unemployed students do (employed – 15.4%, unemployed – 4.4%).

The fourth statement: “Work should be put in the first place, even if this means sacrificing more time” is slightly more often accepted by the Polish, Czech and Hungarian students who work. Perhaps this reflects their own circumstances and necessity to work, particularly the students who work full-time, usually support themselves and their education due to their family’s lack of sufficient financial resources and the resulting lack of support from them.

The last statement is not directly related to the value of work, yet probes the students’ expectations towards future work. The statement: “It is good to work in one company for a long time” was widely and in high percentages accepted by both categories (working and not) of the Polish, Slovak and Hungarian students. This itself certainly shows that the young appreciate the idea of a stable employment. The Czech students, who generally as a group frequently work full-time accept this statement in a more definitive way (23.1%) comparing to the unemployed students (8.1%).

Still, if we were to draw generalized conclusions, the analysis of the responses vs. the students’ work experience/employment status did not prove any correlation between work experience and perceived work value. Only in the case of the Czech students working full-time influences work perception and evaluation in an apparent way.

Are there other factors at play here? Frequently, gender is the differentiating factor when it comes to valuing work as such (SWADŹBA 2013a; SWADŹBA, ŹAK, 2016). The statistical analysis does not show any dependencies, yet the results are often close to being of statistical importance. Also, the percentage data shows some differences between women’s and men’s perceptions of the value of work.

While analyzing responses to S.1.: “Work is necessary to ensure that a person can fully develop their talents”, there is no statistical dependence (Polish students: chi-square test does not show any relevance: $p = 0.867$; Czech students: chi-square test does not show any relevance: $p = 0.015$; Slovak students: chi-square test does not show any relevance: $p = 0.235$; Hungarian students: chi-square test does not show any relevance: $p = 0.641$). Basically there were no differences between the answers the women and men gave. Only among the Czech students we found a higher percentage of the answers “definitely yes” among the men (46.0%) than among the women (36.1%), the women more often chose the answer “rather yes” comparing to the men (F – 53.6%, M – 38.1%).

As regards the next statement: "People should work even for a pittance", we also found no statistical correlation (Polish students: chi-square test does not show any relevance: $p = 0.303$; Czech students: chi-square test does not show any relevance: $p = 0.705$; Slovak students: chi-square test does not show any relevance: $p = 0.259$; Hungarian students: chi-square test does not show any relevance: $p = 0.036$). Also the percentage analysis does not show any particular differences. A conclusion can be drawn that young people, women as well as men are disinclined to work for low wages, about $\frac{1}{4}$ of them expresses this attitude in a definitive fashion.

The third statement: "No one should be forced to work if they do not want to" had the men and the women divided to a greater extent as regards their responses. In the majority of the answers there is no statistical correlation (Polish students: chi-square test does not show any relevance: $p = 0.315$; Czech students: chi-square test does not show any relevance: $p = 0.135$; Slovak students: chi-square test does not show any relevance: $p = 0.127$; Hungarian students: chi-square test borders statistical relevance: $p = 0.005$; Cramer's $V = 0.203$). Almost half of the Hungarian students disagreed with this statement ($F = 46.5\%$, $M = 29.8\%$), which means that they believe there should exist some work obligation.

The fourth statement: "Work should be put in the first place, even if this means sacrificing more time" despite the lack of statistically valid correlation is less supported by the women (Polish students: chi-square test does not show any relevance: $p = 0.643$; Czech students: chi-square test does not show any relevance: $p = 0.183$; Slovak students: chi-square test does not show any relevance: $p = 0.346$; Hungarian students: chi-square test does not show any relevance: $p = 0.130$). This statement was strongly opposed by 20.1% of the Czech female students, 13.8% of the Czech male students, 35.0% of the Slovak female students, and 22.8% of the Slovak male students. "Rather not" was the answer received from 33.2% of the Hungarian female students and 21.9% of the Hungarian male students. Women are less supportive to the idea of putting work first. This is due to the fact that family is a more important value for them than it is for men. Working at the cost of family life does not fit in their value system (SWADŹBA 2012a, 2013a; SWADŹBA, ŹAK 2016).

This is also the reason why women value stable employment more than men do. The analysis of all the cases did not show statistical dependence, but the percentage results show higher degree of acceptance of the fifth statement: "It is good to work in one company for a long time" among the women (Polish students: chi-square test doesn't show any relevance: $p = 0.386$; Slovak students: chi-square test does not show any relevance: $p = 0.827$; Hungarian students: chi-square test does not show any relevance: $p = 0.125$). The Czech students' results show statistical relevance ($p = 0.002$, chi-square relevant, Cramer's $V = 0.205$). Substantially more Czech female students supported this statement ("definitely

yes”: F – 6.2%, M – 4.0%, “rather yes”: F – 50.7%, M – 37.3%). Also among the Hungarian students this statement was supported definitively by 23.0% of the Hungarian female students and 10.3% of the Hungarian male students. The women value stability more and the higher support to this statement is coherent with their stronger attachment to the idea of “work security”. If we were to generalize, gender had greater influence on the acceptance of the statements than work experience did.

Approaching the end of the analysis of the responses to the statements concerning work, a summary of the first four statements, indicative of the perceived value of work and attitude towards it, will be presented. The variable of the value of work is a complex indicator constructed by an aggregated index of the first four statements, regarding the values mentioned in this article (“hard to say” answers were omitted while constructing the indexes). After indexing, a 13 degrees scale was created, then categorized into three intervals corresponding to a positive, neutral and negative work value.

Table 4.7. Total work value

Statements (value of work)	Poles		Czechs		Slovaks		Hungarians	
	No	%	No	%	No	%	No	%
Positive	20	7.0	25	7.3	19	5.8	108	31.1
Neutral	208	73.3	306	88.4	281	83.9	223	64.3
Negative	56	19.7	15	4.3	35	10.6	16	4.6
Total	284	100.0	346	100.0	335	100.0	347	100.0

SOURCE: Team research, own calculation.

From the summary presented above we can state that:

1. The Hungarian students value work the most. Among this national group the majority, constituting 1/3 of the whole group, have a positive attitude towards work. Almost all of the statements are “definitely accepted” by a significant percentage of the Hungarian students, only a small percentage expressed a strongly negative approach to the given statements. Only 60% of the students show a neutral attitude and a small percentage has a negative attitude. Those results can partly be explained by a structural difference. The Hungarian students are slightly older than those from the other national samples and a much higher percentage of them work regularly, also a higher percentage of them work in family businesses or on family farms during the academic year and holidays. Work experience allows them to appreciate its value, which results in expressing positive attitudes. There is also another reason – the research results show that for the Hungarian students the materialistic work values are more important.

2. The Slovak students to a large extent show a neutral attitude towards work, as over 80% of the respondents expressed it. Less than 6.0% of the students have a positive attitude towards work and appreciates its value. More than 10% values work negatively. This is a slightly higher percentage than in the case of the Czech Republic and Hungary. The Slovak students had the lowest average age, which partly explains some of their attitudes.
3. The Czech students are also generally neutral in terms of their professed work values. A relatively low percentage of them have a negative attitude towards work. There was the highest acceptance of S.1. among this group, and this was the statement whose acceptance is strongly indicative of a positive work evaluation. Consequently, the Czechs are a national group leaning towards non-materialistic work values (RABUSIC, HALMANOVA, 2009; SWADŹBA 2013b).
4. The Polish students are the most surprising in their choices. Comparing their responses with those of the Czech students, almost 20% of the Polish students show negative work perception and have a negative attitude towards it. How can this be explained? In the Polish students' group the majority do not work at all and those who do rarely have jobs in line with their education (SWADŹBA 2016a). Consequently, in this national group work is not associated with creativity and self-realization, but only considered an unpleasant obligation.

4.5 Work features

In the previous part work was treated as a certain entity. Work itself is one of the elements of economic awareness. Indeed, its individualistic aspects (features) are important while taking up work. The factors at play here are mostly: existential, social, self-realization, creative and ludic work features (SWADŹBA 2012a: 229; SWADŹBA 2013a). The existential work features are the ones being most widely and directly experienced by employees. Work is generally taken to provide financial resources for the basic necessities of living. No less important is the social aspect of work, the contact with other people it facilitates and achieving a certain social position through the work/professional position. For educated people, who often occupy higher work positions self-realization, and the creative dimension of work play an important role. Self-improvement, professional career, overcoming personal weaknesses are important aspects playing a big role in the professional lives of many people. The last, but no less important aspect of work is its hedonistic-ludic feature. Work can be a source of joy and fun.

Considering all of the above we thus asked the respondents questions not only about work as a value in its most general sense, but also about individual work features. The table below shows the research results.

Table 4.8. Features of work

National	Very Important	Rather Important	Rather Unimportant	Completely Unimportant	Hard to Say
1. Good earnings					
Poles (N = 400)	64.0	35.7	0.3	0.0	0.0
Czechs (N = 349)	54.6	41.4	3.8	0.0	0.2
Slovaks (N = 387)	53.7	42.9	2.6	0.5	0.3
Hungarians (N = 368)	80.5	19.5	0.0	0.0	0.0
2. Certainty of work					
Poles	76.5	21.5	1.7	0.3	0.0
Czechs	64.7	33.6	1.4	0.3	0.0
Slovaks	77.5	19.4	1.8	1.3	0.3
Hungarians	87.8	10.6	1.1	0.5	0.0
3. Working with nice people					
Poles	36.0	54.2	6.8	2.3	0.7
Czechs	38.1	54.7	7.2	0.0	0.0
Slovaks	46.3	46.3	5.4	1.6	0.5
Hungarians	59.6	37.1	3.0	0.0	0.3
4. Being treated with respect by others					
Poles	24.8	50.2	18.0	4.0	3.0
Czechs	7.7	38.4	46.4	7.5	0.0
Slovaks	18.1	47.0	26.4	5.9	2.6
Hungarians	69.4	27.1	3.0	0.5	0.0
5. Interesting work					
Poles	44.0	50.0	5.5	0.5	0.0
Czechs	45.6	50.4	3.2	0.8	0.0
Slovaks	42.2	46.2	9.8	1.3	0.5
Hungarians	56.1	39.0	3.3	1.4	0.2
6. Work corresponding with skills					
Poles	38.3	48.8	8.8	2.5	1.6
Czechs	26.1	64.4	9.2	0.3	0.0
Slovaks	42.6	45.0	8.8	1.0	2.6
Hungarians	63.3	29.6	6.0	0.8	0.3

Table 4.8 continued

7. Convenient working hours					
Poles	38.5	45.3	13.3	2.3	0.6
Czechs	21.8	49.8	26.4	2.0	0.0
Slovaks	37.0	52.4	8.3	1.5	0.8
Hungarians	50.9	36.6	9.5	2.4	0.6
8. Long holidays					
Poles	14.2	34.0	39.3	6.0	6.5
Czechs	9.2	36.7	49.0	4.3	0.8
Slovaks	15.8	41.6	33.1	5.4	4.1
Hungarians	28.9	49.6	18.6	2.6	0.3

SOURCE: Team research, own calculation

The analysis showed that for young people existential work features are the most important ones: good earnings and certainty of work. From among those two existential work features, certainty of work is more important. This phenomenon applies to all the young people from the V4 countries. Good earnings were chosen by 53.7% of the Slovak students and 80.5% of the Hungarian students as a very important work feature. The certainty of work was chosen by 64.7% of the Czech students and 87.8% of the Hungarian students. The smallest difference between the answers is 7.8% (Hungarians), and the biggest is 23.8% (Slovaks). This very work feature (certainty) is of particular significance in countries where unemployment is on a relatively high level. At the time of the research the highest unemployment was noted in Slovakia, then in Poland and Hungary and the lowest level was in the Czech Republic¹. No wonder the Slovak students attach such importance to the certainty of work. What is interesting, work certainty was also on the first place among the answers given by the Czech students, however another sociological research conducted by the author of this article as well as EVS point to the certainty of work actually being on the second place in this national group, after good earnings (RABUSIC, HOMANOVA 2009; SWADŹBA 2013b, 2014).

¹ In 2004–2005 the unemployment rates in Poland, the Czech Republic, Slovakia and Hungary were at the following levels (%):

Country	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Poland	19.1	17.9	13.9	9.6	7.1	8.1	9.7	9.7	10.1	10.5	9.2	8.3
the Czech Republic	8.3	7.9	7.1	5.3	4.4	6.7	7.3	6.7	7.0	7.0	6.1	5.7
Slovakia	18.4	16.4	13.5	11.2	9.6	12.1	14.5	13.7	14.0	14.2	13.4	11.3
Hungary	5.8	7.3	7.4	7.3	7.7	9.7	11.2	11.0	11.0	10.4	8.1	7.3

SOURCE: www.ec.europa.eu [access: 8.02.2017].

Next in the order of choice were self-realization and creative work features, especially a feature called “interesting work”. More than 40% of the Polish, Slovak and Czech students picked this feature as “very important”. More than 50% of the Hungarian students indicated this feature. Also self-realization and creative aspects, namely “work corresponding with skills” received a high percentage of answers (Poles – 38.3%, Czechs – 26.1%, Slovaks – 42.1%, Hungarians – 56.1%). Choice of these work values indicates that the young generation is moving towards the postmaterialistic values (SWADŹBA, 2012a: 209–275; SWADŹBA, 2012b). Not only existential values, but also developing creativity and getting satisfaction from doing work aligned with one’s passions play an important role.

The social aspect of work was also appreciated by students as: “Working with nice people” was considered “very important” by the following percentages of the students: the Hungarians – 59.6%, the Slovaks – 46.3%, the Czechs – 38.1%, the Poles – 36.0%. These are higher percentages than in the previous research (SWADŹBA, 2014). Having marked that, the students were ambivalent towards the second social aspect of work: “Being treated with respect by others” (answers: “very important”: Hungarians – 56.1%, Czechs – 7.7%). It is hard to explain such differences in the answers of the Hungarian and Czech students, however, as it has already been emphasized, the Hungarian students are older and more experienced thus this aspect is also important to them.

Ludic work features, such as “convenient working hours” and “long holidays” also have relatively high importance for the students. Particularly working hours received strong approval. More than half of the Hungarians (50.9%) considered that “very important”, this answer was also chosen by almost 40% of the Slovaks and Poles (Slovaks – 37.0%, Poles – 38.5%). This feature was chosen by the young Czechs (21.8%) though in the least percentage comparing to other groups. These percentages are higher than the ones obtained in the already mentioned previous research (SWADŹBA, 2014). Very high evaluation of this work feature is probably due to the fact that students have to combine university duties with working. “Long holidays” are a little bit less important to students. This feature scored highest among the Hungarians (27.8%). In the other countries only 10% to 16% of the students considered it “very important” (Poles – 14.2%, Czechs – 9.2%, Slovaks – 15.8%). This can be explained by the fact that students generally have long holidays and even if they work during the academic year, they are able to take longer vacation during the holidays. Accordingly, at that given point in life they do not attach any special importance to this feature.

Is attributing importance to work features connected with actually gained work experience? For the sake of conciseness we will only analyze here the most important – existential – work features, most directly defining one’s economic awareness. These were also the ones most widely accepted by the students. The first one – good earnings, was chosen regardless of the respondents’ work experience amongst the Polish, Hungarian and Slovak students (Poles: chi-square test

does not show any relevance: test $p = 0.298$; Hungarians: chi-square test does not show any relevance: $p = 0.380$; Slovaks: chi-square test does not show any relevance: $p = 0.620$). A vast majority of the Hungarian students answered that this feature is “very important”. Also, as we know a majority of the Slovak students were working and 61.5% considered it “very important”, thus there may be a correlation. The percentage results show that this work feature is the most important one for the Polish students, who generally as a group only have casual work. Only among the Czech students we found a solid correlation between work experience and the choice of “good earnings” as a “very important” work feature ($p = 0.000$, chi-square relevant, Cramer’s $V = 0.185$). 92.3% of the students working full-time chose the “very important” answer and 50.0% of those who do not work made the same choice.

The second existential work feature – the certainty of work – is much more accepted by the majority of the students. There was no statistical dependence because this feature was chosen by most students (Poles: chi-square test does not show any relevance: $p = 0.737$; Czechs: chi-square test does not show any relevance: $p = 0.470$; Slovaks: chi-square test does not show any relevance: $p = 0.900$; Hungarians: chi-square test does not show any relevance: $p = 0.061$). While analyzing the percentage data of the “very important” answers we only found some differences in the Hungarian students’ responses. This answer was picked more often by the unemployed respondents (92.7%) rather than by those who work full-time (78.9%). This may result from the fact that students without employment value work more and treat it as a desirable good.

We can find one more correlation while analyzing this very work feature. Women more often treat it as “very important” comparing to men. This dependence may be noted in the case of the Polish students ($p = 0.000$; chi-square relevant, Cramer’s $V = 0.254$), 85.5% of the female students and only 65.6% of the male students chose this feature as “very important”. This link also appeared in the case of the Hungarian students ($p = 0.043$, chi-square relevant, Cramer’s $V = 0.149$) as 91.2% of the female students and 82.8% of the male students chose the “very important” answer. The Czech female students also chose this answer more frequently than their male peers (women: 62.8%, men: 53.2%). Based on the presented research results we can say that women attach more importance to the certainty of work, the previous sociological research also proved it (SWADŹBA, 2013a).

Summing up this part of the analysis concerning the aspects of work, we can state that the most important ones for the vast majority of young people are two existential work features: certainty of work and good earnings. At the next places we found self-realization and creative work features. The ludic work features are only starting to have a bigger importance. Actual work experience has limited influence on work features. The analysis did not prove this factor as determining the choices, as the existential work features were chosen as most

important universally, regardless of professional experience. What is important, gender apparently affects the choice of the certainty of work as its key desired feature. Work certainty and good earnings are significantly more important to women than to men (SWADŹBA, 2013a; SWADŹBA, ŹAK, 2016). Summing up we can sketch certain characteristics of every national group:

- For Polish students the most important existential work feature is the certainty of work and then good earnings. A relatively high percentage attach importance to qualities, such as self-realization and creativity.
- Czech students also find existential work features most important, but to a lesser degree than students from the other V4 countries. This pertains particularly to the certainty of work, which likely results from greater work availability in the Czech Republic. Other work features, such as self-realization, creative and ludic ones are less crucial. The reason for this is that the Czechs have the least work experience of steady professional work within the V4 group.
- Slovak students attach the biggest importance to existential work feature – certainty of work. Good earnings are slightly less important. Self-realization and creativity are on the average level of acceptance. The social and ludic work features have a slightly bigger meaning.
- Hungarian students ascribed the greatest importance to all of the work features. Comparing to the other students from the V4 countries, they most frequently chose “very important” answer, particularly when it came to the existential work features. Their work experience was also the most extensive.

Summing up the analysis about work values and work features, we can attempt to verify the original research hypothesis: “We assume that for the younger generation work is an important value. Work has value, not just existential, but also perceived in terms of creativity and self-realization”. Basically we can say that the research analysis allowed a positive verification of this hypothesis, however not in all national groups uniformly. Most certainly this can be said of Hungarian students, whereas Czech and Slovak students come second and Polish students are on the last position in terms of embracing work as a positive phenomenon and value. Work has a chiefly existential dimension for students as most often the work experience they have does not correspond to their academic qualifications. Still, there were also students who emphasized self-realization and creativity as important work features.

4.6 Summary

The young generation of the Visegrad Group countries have been socialized in the realities of the market economy. They associate their aspirations and career plans with the economic and socio-political situation known to them. In each of the countries we find market economy, but there are some differences

in terms of the countries' labor markets. The most severe thing for the young generation is persistent unemployment and difficulty in finding the right job in line with one's qualifications. To conclude, based on the research results we can distinguish certain types of students depending on their experience and work evaluation:

- **Hard-working** – students who combine full-time work with studies. They are the ones who experience the realities of work on a daily basis. Being financially independent from parents as well as participating in the costs of living motivates these students to take up work. Sometimes they also finance their studies by themselves. They are characterized by a positive attitude towards work. They appreciate not only the existential work features but also social, self-realization and creative ones. In our research the Hungarian students turned out to predominantly belong to this category, but it also includes 15% of the Polish students and 8% of the Slovak students.
- **Equivalent** – students who combine part-time work during the academic year and the holidays with studies. They have some work experience. They take up work because they participate in the household costs of living but also to have money for their own spendings. They have a neutral attitude towards work. They appreciate existential work features, but also self-realization and its creative dimension. Most representatives of this group were found among the Czech, then Slovak and Polish students.
- **Casual** – students who mostly have only casual work during the academic year or holidays. Most often these are jobs in services, below their academic qualifications. The motive for taking up work is earning extra money during the holidays for their own spendings, sometimes disposable. These students have a neutral attitude towards work. They appreciate all work features, but less definitively. Most members of this group are the Chechs but also a dozen percent of the students from the other V4 countries.
- **Of little experience** – students who do not work at all or work only occasionally and focus only on studying. If they take up work, they do it only to earn money for their spendings. They express a negative or neutral attitude towards work. They attach the biggest importance to existential work features, less to self-realization, and the creative and social features. Most representatives of this group were found among the Polish students then Hungarians and Slovaks.

The types presented above are only models and do not exhaust all attitudes towards work. They do however constitute the basis for drawing conclusions on students' approach to getting work experience, their motivations, attitudes towards work and the work features they consider most important. Studies are the period when young people try to gain experience to enter the labor market. Taking up work while studying is a very ambitious but hard decision as it involves combining university duties with work responsibilities.